**Tutoring Management Assignment**

**Date Due:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1.) Respond to the following with your own experiences:**

We all learn at different rates, in different ways and at different times and sometimes that learning can send us into what can be termed a “crisis”. Think back to when you were really frustrated or down about a particular skill or concept that you were having trouble understanding? What about a concept or skill that challenges your current thinking processes or understanding of your world? How did you cope with your feelings when things weren’t making sense? How did you cope with your feelings of disbelief or anger towards the new information and meaning? Did you attempt to avoid the “crisis” of your learning? How did you work through it? Think about the scenarios below and how and why they may show up in your tutoring relationships.

**2.) Choose two of the situations below and answer the following two questions for each. Choose any form.**

1. **How do these relate to a learning “crisis”? How might you explain the tutees**

**behaviour?**

**B. What would you do if the situation did occur?**

**Situations**

1. A student shouts at you angrily and threateningly.
2. A student refuses to co-operate with your request.
3. A student leaves without your permission.
4. A student cheats on his or her test.
5. A student speaks poorly of the teacher you are working with.
6. A student uses tutoring time to take long washroom breaks.
7. A student asks you for the answers.
8. A student is engaging with other classmates and joking around rather than attending to your tutoring session or the work at hand.

**Tutoring Management Assignment Rubric**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Handed in:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Question**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Level 1 | Level 2 | Level 3 | Level 4 |
| The degree to which the tutor recognize that their process as a learner is directly connected to their process as a tutor supporting the learning of others. | Analyses learning experience with limited effectiveness.  Has made no connection between this assignment, their role as tutor or as a learner themselves. | Analyses learning experience with some effectiveness.  Has made limited connections between this assignment, their role as tutor or as a learner themselves. | Analyses learning experience with considerable effectiveness.  Has made solid connections between this assignment, their role as tutor or as a learner themselves. | Analyzes learning experience with a high degree of effectiveness.  Has made insightful connections between this assignment, their role as tutor or as a learner themselves. |

**The Chosen Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **THE FORM**  *The format for each of these journals is your choice but the depth to which you engage with the topic should be deep and insightful.* | Little or no understanding of the conventions of the chosen form    The depth and or number of responses shows a lack of concern and/or effort as a tutor. | Understanding of the conventions of the chosen form but applies them inconsistently  The depth and/ or number of responses shows satisfactory concern and effort as a tutor. | Effective and consistent use and control of the conventions of the chosen form  The depth and/or number of responses shows a degree of concern and effort as a tutor. | Obvious understanding and excellent control of the conventions of the chosen form  The depth and number of responses shows diligence and a high degree of concern as a tutor |

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**Assignments with scores lower than 4/8 may be attempted again with permission from Ms. Davis after a consultation meeting with the tutor. The tutor is to initiate the consultation meeting.**